CHILD STUDY

A QUARTERLY JOURNAL of PARENT EDUCATION

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HEADLINES

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Two of the articles in this issue, by Dr. Lawson G. Lowrey and Otto Spranger, are excerpts from their speeches delivered at the Child Study Association's Institute on sex education on October 3, 1944. Unfortunately Mary Shattuck Fisher, who was the third speaker, was prevented from sending in her paper because of the sudden death of her husband.

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Contributors to this issue include: Aline B. Auerbach, Educational Associate of the Child Study Association of America; Lawson G. Lowrey, M.D., psychiatrist, Director of the Guidance Center of the Brooklyn Juvenile Protective Association, and editor of the *American Journal of Orthopsychiatry;* Fritz Redl, Ph.D., Associate Professor of Group Work, Wayne University; Otto Spranger, Ph.D., psychologist in the Bronxville, N. Y., Public Schools; and Anna W. M. Wolf of the Association's Family Counseling Service, and author of *The Parents' Manual* and *Our Children Face War.*

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The winter issue, "The Child's Home Widens," will consider the advantages and dangers of the many extensions of the home now available to children.

CURRENT ATTITUDES TOWARD SEX EDUCATION

"SEX EDUCATION" has been a convenient label for high-lighting a phase of education that has long been ignored or evaded, with serious consequences. This label is highly confusing, even to those who might agree on essentials because the name implies, among other things, a definite body of instruction to be imparted formally. But if our education today took fully into account what we understand about the developing child from infancy to adolescence, we would not need special lessons in "sex education." We should, instead integrate all our instruction and guidance and interpretation with the children's own experiences and observations. In our schooling, as well as in our parental efforts to guide children, we should rely much less on verbal and abstract teaching, for children learn most by absorbing unconsciously the attitudes of those around them.

THE ROOTS of the education we want lie in the home, where the child's attitudes and emotional patterns become established. But with the beginning of school, the child can be helped by the school to broaden his experience and outlooks and to enrich his understanding of the common things of life. During this period the school is an extension of the home and teachers have the opportunity to supplement what the home does informally.

DURING the school years, when the boy or girl learns so much from companions and the open life of the community, the child is full of questioning and wonderings. Here the parent's chief educational function is to find out what the child's problems are, what he wants explained or interpreted, what contradictions he wants reconciled. This calls for the art of listening, rather than talking.

DURING adolescence, the function of the school is to guide the young people, who now normally draw away from their parents, into the adult community. They will continue to need, however, the informal and tactful direction of their parents. Boys and girls look for "standards" increasingly to their age mates, to the adults around them, and to literature. If they turn more and more for help in clarifying their problems to teachers and youth workers the latter should not feel flattered, nor should the parents feel resentful or defeated. Parents, teachers, community leaders have their distinct roles to play. But the various groups and agencies seem to be unsure of themselves and uncertain of what the others are ready to do in the field of sex education, so that with all our resources youth gets very little help. Educators are afraid that parents are not ready—and yet, in communities where educators have taken the lead for an integrated program, parents have in almost all cases been more than ready. This gives us hope that we may now begin to look forward confidently to an integrated program in which we do not use the term "sex education," but in which the personal and social needs of a healthy adjustment to sex are adequately met.

THE EDITORS.

Sex Attitudes Begin at Home

By ALINE B. AUERBACH

THAT the responsibility for children's sex education lies firmly and squarely in the home is no new idea. It has been reiterated time and again—so often, in fact, that we tend to brush aside as obvious any reaffirmation of this old truth. Yet if we are to succeed in making it an integral part of our day-to-day living with our children, it is important that each generation should re-think its own role. "Sex education" is useless unless it reflects both the scientific thought and the morals of a particular time and clime. Obviously growing up in Samoa is one thing and in America another; what our parents believed and felt already seems very far removed from the attitudes of today.

Each week the Child Study Association's mail is filled with letters from parents all over the country, asking for information and sometimes advice. Many of them read like this: "Can you tell me about a book on sex education that I can read (or give) to my nine (or eleven) year old boy (or girl)? I think he (or she) is old enough to know about such things but I don't know how to begin." Obviously for this group of parents, sex education means the giving of sex information—factually and in words—and usually to children of the middle school years. Obviously, also, to these parents, the concept of sex education as an integral part of a child's learning about himself and his place in the world has no meaning. They are still unaware of the role of sex in its broadest sense in the developing personality of the child from infancy on.

It is not surprising to find this lag in the thinking of most people. It is only within the last generation that sex as one of many aspects of growth has been generally recognized and its early appearance accepted. Our knowledge of its deeper meaning is constantly being broadened and developed. Dr. Mary Shattuck Fisher recently * called attention to this changed point of view toward the now commonly recognized instances of sexual behavior in young children. She contrasts an illustration in a book on child care published as recently as the early '20's, which pictured a baby, well-diapered, squinting into the sun and captioned, "Only twelve months old and modest already!" with the careful, developmental sequences noted in the book by Drs. Gesell and Ilg, *Infant and Child in the Culture of Today*, in which they offer their observations on the sex behavior of hundreds of normal children. At twelve months "when clothes are off, infant handles genitals," we are told. "When urinating, girls look at their mothers and smile." These and other equally "immodest" performances are objectively recorded by these eminent workers as stages of growth requiring neither diaper nor apology.

We are just beginning to understand the true significance of this new approach. It means that we as parents need to know and prepare for our children's earliest curiosity about sexual matters—about differences between boys and girls, children and adults, the origins of life, the birth processes—about all the "questions" we have already heard so much discussed. But more than this, we must see these sex interests of children as only one aspect of their psycho-sexual development. And we must see whatever picture or problems they present in relation to the cultural pattern of our time.

From the standpoint of this broad approach, then, the parents' task of sex education takes on new meanings. This important branch of our children's education is far more than the giving of information and imparting the so-called facts of life. It becomes an inherent part of what parents do and feel, as well as what they say, not from the time a child is eleven or nine, or even six or four, but from early infancy on. It has to do with parents' understanding the importance of the child's bodily sensations as he develops, and his natural pleasure in them. The deep satisfaction of a baby nursing at the breast or bottle, which is much more than the satisfaction of hunger, the delight of a small child as he urinates or moves his bowels, the pleasurable sensation he experiences as he chances to touch his genitals—all these in both boys and girls during the earliest years are to be seen as normal, legitimate and important experiences of childhood. Parents today are learning to accept these manifestations without anxiety as they watch their

* *Speaking at the Child Study Association's Institute on Sex Education, October 3, 1944.*

children go through these stages and pass beyond them.

Following closely on the heels of the period when small children were supposed to be without sex feelings, came the era in which it was somehow believed that they could be made sexless by "satisfying their curiosity" (as though this were ever possible) by telling them "all" at an early age. Sex education was conceived to be a good course in physiology and anatomy administered as early as possible and as "casually" as possible. Parents were urged to present the phenomenon of reproduction as so many cold facts on the supposition that children would then feel coldly and factually about them. Of course, they did nothing of the kind; they merely discovered for themselves that father and mother were bluffing and that there continued to be something fascinating and furtive about their bodies, their functions, and the feelings connected with them, about the having of babies and the relations of men and women.

On the crest of this same wave which exalted facts and decried feelings came the Behaviorists who warned of the evils results of too much affection. According to John B. Watson, who enjoyed a violent vogue which unfortunately has had long repercussions, children were rarely to be fondled or kissed for fear of spoiling them and tying them too closely to their parents. We know now that such a view ignores the most basic values in the parent-child relationship. Young children need the comfort and satisfaction of being picked up and fondled, and, as they grow older, of actively demonstrating their affection toward those they love. This is their first expression of attachment for someone other than themselves and unless it is successfully expressed in these early months, their future capacity to love may be jeopardized. We know how much it means to parents, also, to express their feelings directly and simply, how much they, as well as their children, lose when they hold back these impulses. The mother who says, "Now I'm not afraid to cuddle my baby as I was when Johnny was young," knows that she is enjoying her second child as she should, and that he is getting a basic sense of belonging that Johnny never had. As the babies grow older and become more independent, however, this phase of the relationship tends to taper off. Normal youngsters show soon enough, of their own accord, when the fondling begins to bother them, and like it better if their parents' love shows itself in an interest in all they are thinking and doing, instead of too much caressing and cuddling.

It is not always easy for parents to know just how to act toward their children's developing sexual interests. Obviously, they are confused by the advice to treat everything as "perfectly natural." They themselves were brought up under an almost universal atmosphere of restraint and evasion where sex matters were concerned. Intellectually they have met and absorbed new ideas and new interpretations, but the early emotional attitudes that were set up in their own childhood still operate forcefully. It is one thing to tell parents to be unembarrassed in these matters; it is unrealistic to expect them to be casual and free just by saying they should.

Parents' behavior toward their children is further complicated by the popular cultural attitude of our time, which, again, lags far behind our best scientific thinking. Dr. George H. Preston in his recent book, *The Substance of Mental Health,* illustrates this point clearly. "The social restrictions," he says, "which man has built up around sex activity are so complex and vary so widely from culture to culture that discussions of social sex education are futile, for any immediate practical purpose, unless they are limited to some particular group of humans at some particular time. In this discussion we are concerned with sex education at the present time, in what we think of as Western Civilization. . . .

"Consider the infant. For him both ends of his body are important as sources of interest and producers of satisfaction. Early in his life, however, a change takes place, a change with which he himself has nothing whatever to do. One end of him becomes socially acceptable and the other becomes dirty. One end of him is constantly exposed to the public eye and the other very soon becomes private. He may eat in public and he may play with his food with his hands, but the functions which he produces with his bottom are not 'nice' and his hands, in certain situations, become 'nasty.' There are, of course, reasons why this is so. What I want to emphasize here is that one set of physiological functions produced by one end of the human body are socially acceptable while equally important functions produced by the other end become surrounded with concealment and public aversion." The implications are obvious.

The first step, then, for parents is to observe, accept and understand their children as they develop from stage to stage, and to relate their so-called "sex interests" to the total developmental picture. Along with their growing awareness of their own bodies, young children gradually become aware of the differences between boys and girls. Such knowledge may

come to them first through differences in clothing and haircuts, and the position for urinating, before they become aware of the specific difference in structure. It is fascinating to watch children as they work out through their play and fantasies their own particular theories of sex differences. Somewhere between two and three, with possibly more deviation from the general time schedule than Gesell and Ilg seem to indicate, boys and girls begin to think these things over, each in his own way. In a nursery school group of two-and-a-half to three-year-olds, a small boy can be seen playing endlessly with a rag doll, pulling up her skirts time and again to see what she looks like, while elsewhere in the room, another boy is utterly absorbed in patting clay into a recognizable facsimile of his own genitals.

We have often been told that little girls may not like to be girls and envy their brothers' genitals, and there is deep truth in the assertion. Clinical literature is full of illustrations of this point. Yet boys too often question their own role; they sometimes want to have babies as their mothers do, and breasts to nurse them with. What this wish may ultimately rest on is too complex a matter to discuss here but the small boy's fear of having a penis sometimes struggles with pride in its possession. One such child was observed in a nursery group again and again, standing in a strange fashion, holding his legs close together and repeating, "See, I haven't got one. I'm just like my sisters." There are many examples to show that both boys and girls find it hard to understand that sex differences are fixed from the beginning. A five-year-old child, told by his father that the new baby they had been expecting was a boy, asked, "How do you know?" The father patiently explained that the baby had a penis just as Billy had, to which the child countered, "Isn't it too soon to tell?"

Parents who observe closely know that children go through similar gropings and fumblings in adjusting themselves slowly, bit by bit, to ideas of how they in particular—and babies in general—grew inside their mothers' bodies, how they came out, and the part of the father in reproduction. Here, as in other phases of children's growth, there is an advantage in knowing what to expect and when. There has been developed quite a sizeable body of literature on this subject, that covers not only the questions children may ask, but even, as in Frances Bruce Strain's valuable *New Patterns of Sex Teaching*, the specific answers one can give to these questions. Undoubtedly it is necessary for parents—and teachers, too—to be sure of a simple, adequate vocabulary in sex matters. But there are dangers in this approach. Armed with the full battery of facts and their desire to meet the situation adequately, adults are tempted to lose sight of the child's real interest. Especially with small children —at the age when these interests first become verbalized, anywhere from two to six—simple questions need simple answers, geared to their understanding. Children must not be rushed in this sphere, any more than in any other. Here, too, it takes time to grow.

Unless parents recognize that growth is slow in this matter of sex development, they are bound to be puzzled when Johnny asks about babies at eight just as he had when he was four and six. His words may be more precise, but the question is the same, even though his mother thought she had settled it once and for all the very first time. Children seek information at progressively deeper levels as they get older; they also want to be reassured, sometimes, by hearing the same answer again. They need, too, the chance from time to time to bring out their own ideas and interpretations. A parent who is a good listener can quietly find and straighten out a child's misconceptions—the strange associations and fantasies that occur so often. One child may think that he was born through his mother's navel. Another associates the "putting in of the seed" with swallowing a fruit pit, and identifies the birth processes, as many primitive tribes do, with the functioning of the digestive system. The variety of their fantasies is limitless. Childish ideas need straightening out. "Mary said something different than you did," said one eight-year-old to her mother. "That complicates me a little." Evidently, however, it did not "complicate" her so much that she stayed away from her best source of information.

And so parents, whether they plan to or not, furnish a continuous background of sex education. Even with children away from home more and more in nursery schools, day care centers and after school programs, with fathers away, and mothers at work, the job of the family in this respect still remains. Children sense the intimacy and special quality of sex almost from the beginning, and while they may listen avidly to their contemporaries, are likely also to save their doubts, questions and anxieties for those in whom they put their best trust—their parents. It is at home—at the supper table, during the bath, at bedtime, that these things are most apt to pop out.

Giving the "facts" is the easiest part of sex educa-

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Sex Development During the School Age

By LAWSON G. LOWREY, M.D.

THE period between six and twelve is, in terms of the psycho-sexual development of children, often referred to as the "latency period"; but it seems incredible that anyone should believe that sexuality suddenly fades out at the age of six. What happens, rather, is that the overt picture changes. When the child is very young his sexual interests and sexual activities are carried on with a minimum of restraint. Gradually, however, as the youngster develops and ideas are imparted to him by his parents and other adults in his expanding world, there is a great deal less openness in activities of the type which we, as adults, would classify as sexual, even though there is no lack of interest.

This latency period begins at the time when the child goes to school, and if you follow the development of children carefully, you will notice that two points in particular characterize this general period. The first is that children become involved in a whole series of competitions which are very different from what they have had up to this time. Until now their competitions have not been particularly with children of their own age. The early competitions were centered around status in the home—in competition for the affection and attention of the parents, or older brothers and sisters. When the child comes of school age, a great deal of social control has already been exerted. He presumably is toilet-trained, has developed at least some feelings of modesty and some feelings of shame about a variety of things. He is ready to go out into competition.

Perhaps I should add here that, of course, in these days of nursery schools, the child I am talking about now may be an ancient in terms of these competitions; but please remember that nursery school groups do, after all, reach only a small percentage of the population, so that these observations still have some validity.

The child now comes into competition, not with one or two as in a family, but with large numbers of his peers, and these new competitions are along very different lines. They involve the problems of acquiring skills, of doing things which involve a learning process in order to gain the approval of adults—the teachers in this case—and also to gain status with his friends.

The second rather clear difference which we see in children at this age is the tendency to flock into groups according to sex. It is at this period that boys, for instance, begin to make a very sharp differentiation between themselves and girls. It is the boys who usually start throwing the girls out, so to speak, a thing which many girls resent very deeply. In any case, there begins this tendency to form groups of the same sex, and this phase of the psycho-sexual development has in it therefore the component of homosexuality which is one of the phases that must be worked through before the final goal of heterosexual adjustment can be achieved.

This tendency shows up, as I said, in certain of the types of competitions. It is in this period that the boy begins more and more to feel the need to assert his masculinity and for competitions along athletic lines. It is also in this period that you find the definite beginnings of breaking away from the mother, which in a sense is an attempt at breaking away from the feminine sex as a whole. It is in this period that mothers do so many things that create difficulties for boys, such as insisting that they wash behind their ears, that they wear their rubbers when it rains, an overcoat instead of a sweater, and so forth. All of these things have some bearing on the general sex education for youngsters of this age, because these rebellions and resistances and difficulties are a part of the child's growing awareness of himself.

It is during this period, too, that you are most likely to find a variety of types of sexual experimentation between children of the same sex. As a rule this "homosexual" experimentation that goes on in this period is not something to be greatly disturbed about. It is like the early experimentation in which the infant proceeds to discover his own body, and even when only nine months to a year of age shows certain types of play which parents and others may classify as masturbation. Some of the experimentation that is carried on during this period between six and twelve has serious and far-reaching consequences; this is particularly true if the boy or girl is seduced by an older person. But where the experimentation is between youngsters who are fairly well matched in age, then as a general rule, the experimentation is not likely to be fraught with serious consequences. However, it is true that individuals may become stopped at any stage in their psycho-sexual development, and there

are plenty of cases on record in which the fixation at the homosexual level seems to be related to acts during this period. But, again, I want to emphasize that such cases almost invariably involve an older person.

There is no lack of children's interest in sexual matters during this period. It tends to be masked, however, by the greater interest in affairs that involve the child's ego. The interest, however, is there, and so is the activity. Masturbation, for instance, is common through this period, as it is earlier and later. The point is that the youngsters don't ask as many questions, and they don't reveal quite as much of what is going on to adults. Of course, by now they have to a very large extent learned just about how far they can trust particular adults, and if good and confidential relationships have been established between the parent and the child so that almost anything may be taken up, then one can be reasonably sure that there will continue to be some questions about sex matters.

During this school age period, social pressures from other youngsters begin to operate. One of my favorite stories indicates what may happen when adults overemphasize certain aspects of sex education. This is a true story of a mother of a seven-year-old boy, a very modern woman who wanted to make sure that her son did not grow up with any sexual embarrassments. So she had never made any bones about appearing freely in the nude. In fact, I got the impression from the way she told the story, that she may have paraded herself a bit too much in order to be absolutely certain about this freedom. One afternoon her boy had been out playing with his schoolmates and came in just after she had had a bath and had not yet put on her clothing. He took one look at her and said, "You know, mother, I wish you wouldn't do that. None of the other boys' mothers do."

In this way you begin to get censorship exercised by the children's own group; granting, of course, that this censorship is largely derived from the attitudes and reactions of the adults around them.

One of the questions that nearly always arises is: Should there be special sex education courses in the schools during this age period? In general I would be opposed to anything that was set aside as "sex education" by itself. It seems to put a false emphasis of some sort on the subject. Sex is a part of life, and should not be split up. I don't think we would ever use the word "life" education. We use the phrase "education for life," but if one used the phrase "education for sex," I would be very much interested in how one would devise a curriculum for it.

It isn't, I think, "sex education" that we are really thinking about. We are thinking about attitudes. We are thinking about an approach to life which shall neither deny, on the one hand, the existence of sex, and the necessity for sex, nor, on the other hand, emphasize sex to a point where it seems to be all that there is in life.

Of course, children should have a clear idea of human biology—and biology courses are a very fine way of meeting this need. But, on the other hand, it is during this period that there ought to be also some ordinary, everyday types of experience with reproduction. Many of us have been able to acquire information about sex with a minimum of destructive effect because we have had the great advantage of living in the country, or at least in small towns which carry on a kind of rural life. Under these conditions, reproduction becomes an ordinary part of the everyday process of living. I wouldn't myself, for example, have any idea how far back my own knowledge of the one simple point that young are born alive from the body of the mother was learned. Nor can I recall how or when I learned that in the process of animal reproduction there was copulation between male and female. It has always been a part, so far as my conscious memory goes, of my knowledge of living. If you can get a sort of first-hand, carefree attitude about all this business, then there is not the same need for the more artificial type of demonstration, the need to express with words what should be completely natural phenomena.

One of the problems that comes up frequently in this age group is the problem of "bad" language, of the youngster who has picked up a variety of vulgar, blasphemous, and obscene words which he takes great delight in parading at every opportunity, and particularly at every opportunity which can be embarrassing to his parents. I think there is only one piece of advice that can be effective in handling this situation. When children come out with such a word—and it is astonishing how innocently they can tell you the word, that somebody has used it, and what does it mean, then you are face to face with the issue of doing two things: explaining it, which you must do, I think, and, second, explaining why this is not a word which is acceptable in polite circles and therefore not a word which should become part of their usual vocabulary. I think it is only when bad language can be handled in such a rather unemotional, casual way that you run a good chance of actually having the youngster's behavior conform to what you

want it to be. Otherwise, if it becomes a hush-hush word, then it becomes a word to be tried out here and there and everywhere, and is quite likely to become a part of the youngster's vocabulary, even though he doesn't use it in your presence.

I should like, however, to bring out one very important point regarding this language phase. It is essential to go beyond the question, "Where did you get that word?" to this problem: Does the use of these particular words, with all their hostile connotations, have any meaning in terms of the existing relationship between parent and child? Because if it appears that the youngster is using these words as an offensive or a defensive weapon against the parent, then the language itself becomes a very minor point; the real point at issue, the one that must be worked through, is the problem of the parent-child relationship.

Another characteristic of this period is the unevenness of development in boys and girls. About the age of nine or ten we usually find the first signs of beginning adolescence in girls. On the physical side this is the time when they are likely to begin growing more rapidly than ever before. And by the age of twelve, there will usually begin to be some signs of the development of secondary sexual characteristics. I mention this only to explain the point that girls begin earlier than boys to reject the idea of continued segregation into groups of similar sex; this is definitely related to the fact that as far as their psycho-sexual development is concerned, you cannot think of boys and girls in terms of chronological age. Considering their average maturation, girls are accelerated about two years in comparison with boys.

This sexual development brings the girl into a new and rather complicated phase. It is about this time, or a little later, that we are likely to find so many crushes among girls, particularly crushes on an older woman. That has several meanings. In the first place, it is a part of the process of emancipation from the home, of a breaking up of the love images that go into the construction of the total Oedipus situation at home.

By the way, I can only hope that it has been made perfectly clear to you that though the Oedipus situation as worked out in the Greek play was a tragedy, and though there are Oedipus situations which are tragedies in everyday life now, the normal Oedipus situation is common to all families and it is the successful resolution of this situation which gives us our people who are thoroughly normal in their sexual lives. We must recognize that this tendency of the girl to have crushes on an older woman is part of the process of a normal resolution of the Oedipus situation; and, on the other hand, that it is a dangerous period from the standpoint of the possibility of the development of a fixation at the homosexual level.

I would like again to emphasize the point that, in general, if there are difficulties in the normal course of psycho-sexual development in this period, they will always be related to what has gone before. They are not going to spring up suddenly out of the contents of the particular experience that the child is having at present.

There is another factor in this whole picture which I haven't emphasized sufficiently, and that is the fact that youngsters in this period go off to school. Under ordinary circumstances their contact during this age is mainly with women teachers, and on the average, with women teachers who are unmarried. (I don't believe that this holds true any more in New York City.) At any rate, the child now comes into a series of experiences with adults who do not belong to his family, and these experiences from the emotional side are again linked with this whole problem of the development of the ability to love and to be loved. Here begins the real start of the child's emotional separation from the home, the transfer of some of his love to another person, and the acquisition of some of his ego ideas from other people than his own parents. It involves that long, familiar story regarding the influence of adults in the development of the child's personality.

My general experience with teachers in the lower grades is that they, too, have difficulties about dealing with the children's questions about sex matters. They, too, are usually lacking in vocabulary; and my guess would be that if we were going to have courses in sex education, it ought to be sex educations for the teachers, so that they could come to the problems with which these children will present them—either in their behavior in the schoolroom, in the questions they ask, or the words they bring in—with an understanding and a wholesome point of view.

It is a pet idea of mine that the women the child meets in his first few years in school are extremely important in his life, and that they ought to be one of two types. They ought to be either a good-looking young woman, enthusiastic, elastic, and extremely fond of children, or a more middle-aged motherly type, who, again, is very fond of children. Either one of those types would tend to provide the kind of

(*Continued on page 28*)

The Technique of Sex Information*

By FRITZ REDL

THE combined efforts of all people interested in the advancement of child study have been pretty successful, on the whole, in convincing most parents of the necessity of taking the sex education of their children seriously. It is time now to shift our energy to one side of the problem which has been badly neglected. I, myself, furnish a good example of the mistake we have all made. For, whenever parents ask me whether they should talk about sex with their children, and why, I have no trouble at all in finding at least a dozen books and publications to quote and hundreds of examples to prove my point. I am even proud of knowing all the possible arguments pro and con that could ever be invented. But I usually get into trouble soon after I have convinced the parents. For then they ask the embarrassing question: "All right, I am going to have a talk with my child, but just how shall I go about doing it?"

To be frank, this question has irritated me. How can people ask it this way—as if this were not a problem that could only be solved individually, as if there were any ready-made recipes possible which would fit all cases? And yet I think we abuse this very good argument too often for the purpose of escape. Are we so sure there are not at least a few generalizations which we could make and which would be helpful in guiding parents?

If I may use myself as an example again, I boast of having quite some experience in this field. Indeed, I think I do a very good job whenever parents ask me to handle the sex worries of their offspring, for when I count the mistakes I have made after a half-hour's talk with a child, I rarely count more than twenty-five. Why am I at a loss to tell other people how to go about it? There are hundreds of people working in the same field—psychologists, psychiatrists, social workers, teachers, parents. If they could plan deliberately to put all their practical interview-experience together, shouldn't we perhaps discover some very fundamental rules which we could use as dependable guides in each new situation that might arise? For this reason I think we should all give up, for a while, our propaganda on the necessity for sex information and concentrate on an effort to extract from our experience some more concrete advice than we usually can give.

It is with this in mind that I have attempted to set down some ideas on the "Technique of Sex Information." In this limited space I shall confine myself to discussing the problem of sex information for the pre-adolescent, and shall single out three of the most common mistakes in this field for demonstration.

Many people believe that there is a certain body of "important" facts about sex which should be told to children, and they think they can resolve the problem of sex information into the question, "Which are the important facts; when and how should they be told?" This approach, however, is as wrong as it can be. The educational importance of any piece of information may not coincide with its physiological, anatomical, or medical importance at all. I have seen cases in which the most elaborate talks on sex given to children by excellently trained physicians did the greatest harm. And I have also seen cases in which a piece of gutter information, picked up at the right moment, did solve an important problem for that child, in spite of the disgusting form in which it came.

What does the "educational" importance of any piece of sex information depend on? First, what children need be told is dependent on the developmental phase they are in. We know, for instance, that for many very young children the question of where babies come from may be less important than a clarification of the anxieties which grow out of their first perception of sex differences. Such children will frequently ask about the origin of babies. What they really want reassurance about, however, may be that the difference in sex organs does not involve the injustice of having "got less" for the girl, or the danger of amputation for the boy. Or, another example: the sex curiosity of the pre-adolescent child (between 10 and 14, roughly) is of an entirely different nature than that of the later adolescent. Many of them, for instance, don't care at all for the shower of physiological information on reproduction which we are ready to pour over their heads in a well-planned lecture. What they are concerned with is often some less general but more urgent question, such as: "What does menstruation mean?" or, "Does the spontaneous change of the boy's sex organ in size and shape, which frequently puzzles him, mean that

* *This article is reprinted from the January, 1939, issue of* CHILD STUDY *because we think it is still one of the most realistic and helpful articles on this subject ever presented.*

he has injured it by playing with it?"; or, "What is the significance of the growth of pubic hair? Does it happen automatically, or did those who are more mature than others do something special in order to achieve it?" And so on, *ad infinitum*.

Most of our talks to these youngsters, however, are planned on the basis of the psychology of the older adolescent. They give more information than is needed, in the one direction, while they fail to answer the unasked questions behind the more obvious ones, in the other.

The educational importance of a piece of sex information depends also on the momentary life situation of the child which may lend special importance to things which seem trivial in themselves. For example, I once had to deal with a boy of twelve who had developed a surprising degree of shyness which was hampering his success in classwork considerably. He was really in possession of much more sex information than all the other boys, and yet it was the lack of one ridiculously unimportant point that was the hidden cause of his trouble. For it so happened that the group of boys in which he mixed had made the knowledge of one very vulgar term for the female sex organ the shibboleth of distinction between "real guys" and "sissies." His lack of knowledge of that term, though entirely unimportant scientifically and even undesirable from the point of view of taste, became a real problem in his case, through the pressure of the life situation in which he found himself. Trying to find out what information a child may need at a certain moment of his life is ten times more important than planning an elaborate talk on reproduction, containing all the medically important data in logical order. Don't plan your sex information according to the scientific importance of the facts you are going to tell, but according to the educational importance which any piece of information may assume in the life pattern of a child. There is no place for sex information in a vacuum.

Let us suppose you want to pack a suitcase and, upon opening it, find that it is not empty, but contains a chaotic heap of things. Some of it is just junk which you don't want there anyway, some other things may be of value, but they are badly squeezed in between the less valuable ones, are crumpled and scattered and in disorder. What are you going to do? Will you try to squeeze the things you did want to pack on top of that mess? I doubt it. I think you will try to get rid of the junk first, will throw out what does not belong there, will straighten out and put in order the things which you want to leave where they are. Not until then will you begin to pack, and I hope you will try to pack only what you can get in without bursting the case.

This is exactly the situation in sex education, too. There is no use in starting to pack children's minds full of any assortment of facts before putting in order what is there already. The best "sex talk" is, from a mental hygiene point of view, wrong, and even dangerous, unless we keep this fundamental law in mind. Never, therefore, give a youngster a piece of sex information before you get him to express what he thinks about it, what his imaginings and theories are. If you think he won't tell you, you are probably mistaken, provided you can do your part of the job right. Don't start by asking him what he thinks now. Ask him what he thought when he was much younger, let him tell you the wrong ideas he had and the funny things other people told him. Let him try to explain to you how he thinks things may hang together. If nothing else will work, you may get where you want by telling him first what funny ideas *you* had when you were a child, or what funny things some children you knew carried about with them in their heads. Of course, you will pick points for demonstration which you suspect fit the child in question.

There is another advantage in letting the youngster express his ideas and theories first. You know then exactly what and how much you should take up now, and what you can well leave for a later time. He will, in a way, answer this question for you, indirectly. And you will know exactly what things there are in this suitcase, what you can leave there, what you should straighten out, and what you have to add. If you do this first part right, you need not be worried about the completeness of your sex information either, for the child himself will come to you for additional talks whenever he feels he wants them.

It is true that those parents whom we enjoy despising as "old-fashioned" do shirk the important task of sex education, preferring to leave their children—not without an appeal to morality—to the gutter. However, I have found many "progressives" indulging in an equally escapist attitude, though, of course, they use much more "modern" forms to hide behind.

What I mean is this: talking with children about their sex worries is quite some job if we want to do it right. And some parents, teachers and physicians who know they should do it feel, however, much too embarrassed to meet the children on the level on which they need their information. In such cases they find a very easy way out of it: they pretend that

the whole question of sex education is nothing but a problem of terminology. If, they think, you only give the children the "pure" terms of scientific language, then you have done all that is needed. They try to de-emotionalize sex for them, to make a valuable piece of scientific insight out of what was a dirty fantasy before. They think they have separated sex knowledge from all emotional content and feel very pleased about it. I do not doubt the effect of moral satisfaction this procedure has for the sex-informing adult, but I think that a simple mental hygiene consideration will show us how wrong it is for the child. Before knowing how you should go about giving your sex information you need an exact knowledge of what is in the children's minds. You cannot get that knowledge unless you give them a chance to express things exactly in the way in which they would express them in their own thinking. It is true, some of this verbalization will be very awkward, improper, even disgusting. If you tried to avoid it, however, you would be acting like a doctor who prescribed for a patient without examining him, because of false modesty.

Furthermore, the talk between the adult and the child has another function to fulfill besides the informational one. The importance of this talk lies, to a high degree, in its *cathartic* value. This means that it is important that the child should get a chance not only to ask questions but also to present to his educator all that he thinks and feels in the matter of sex. It is this *process* which makes him lose the feeling of improperness and guilt, and in order to secure this effect he must be allowed to use his own terminology. What he needs is this acceptance of his sex worry by the grown-up, the security of knowing that, whether right or wrong, these things are things which will be listened to whenever he presents them. Only then will he accept the grown-up as the one from whom he will also take the necessary advice. This cathartic value, however, of a sex education interview depends to a large degree on whether the child is allowed to present his imaginings about sex precisely as they occur to him, without having to comb and dress them first. I admit that the use of scientific language from the beginning may prevent the feeling of embarrassment from the use of the infantile, improper terms. However, that is just the point. We do not want this emotional undertone to be avoided. We want it to come out and be dealt with. There is a difference between avoiding a problem and solving it.

I wish I had space enough to present some of the material I have collected on pre-adolescents in Austria, or, more than that, some of the most interesting results Earl Goudey obtained in his work with children in a study in New York schools. Both experiences show with all desirable distinctness how much further you get if you let youngsters express themselves in their own way before you hand them the forms of adult decency. Incidentally, this same point explains why sex information through books is decidedly wrong for all pre-adolescents. For, while a good book may contain good information, it only solves the informative side of the problem; it does not accomplish the cathartic task. No book can ever replace the emotional relief of a really well-planned talk between an adult and a child. You cannot escape your educational duties by handing children a book instead of talking with them. There is no harm in giving them books in addition, as long as you do it in such a way that they are sure you are not trying to get out of talking to them. Furthermore, before you talk to children about sex you have to learn how to listen to them. Only if you can listen in a way which will encourage them to bring out whatever is in them, exactly as it is, will you establish the right rapport with them and get their confidence, which you will need so badly for the later tasks of sex education.

All this does not mean that children should not be given "proper" and scientific terms for discussing sex problems. On the contrary, such terminology makes many things easier and has a definite place in sex education. However, it should be the *result* of your talk, not the beginning. A good knowledge of medical terms cannot replace the cathartic value of a good sex-educational interview.

There is one argument, I know, which many parents will bring forth, for many have special trouble in accepting this point. They will say, "But I cannot allow my children to use improper language, or even to say dirty things in my presence"; or, "How can even a teacher ever allow them to do so?" My answer to this is simple. If you feel embarrassed by the language of pre-adolescents, then don't even begin to give them sex information. You need not be ashamed of that. The objectivity of the physician toward disgusting things is not everybody's. Embarrassment does not mean that something is wrong with your sex adjustment either. It only means that the way in which you passed through your own pre-adolescent period left some traces behind it which, though they may not disturb you in your adult sex life at all, do come out and disturb you whenever you have to deal

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The Dilemma of the Adolescent

By OTTO SPRANGER

THE subject of the sex education during the teen ages is one which I think must be approached first of all with a word of warning, because even if there were such a thing as the right kind of sex education, this still would not prove to be a panacea for all the troubles and worries of young people. Let us look at some of the specific problems of these adolescents.

First of all, there is the most fundamental one—that adolescents reach biological sex maturity at the same time that a very strict cultural sex taboo is imposed upon them by our society and they are prevented from having sexual experience. This is a situation which from the beginning is fraught with serious consequences. When such a strong and persistent impulse as the sex drive constantly hits against rigid barriers, against fears, threats of punishment, or, more insidious, guilt feelings, shame, and ridicule—then the consequences are bound to be very serious.

Now, what is it that we, the adults, expect from these youngsters? We are not always clear on that point, because, I think, it would be embarrassing to see it too clearly. As a matter of fact, what we expect from them is quite a good deal. First of all, we expect them not to engage in any sex activities and not to have any sex relations until marriage. We expect them, furthermore, to be afraid or disgusted with sex, or filled with feelings of guilt whenever they infringe upon our prohibitions about what they should do. But at the same time that we impose all these frustrations, we still expect them to retain underneath an undisturbed, strong, genuine capacity for sex enjoyment, ready to assert itself the very moment we give the sign.

For instance, a girl is supposed to think of sex as something shameful until marriage; then when marriage comes, she is supposed to turn around suddenly and develop into a loving, warm, sympathetic creature who now enjoys all those things which we have taught her to reject and to fear. That is not the way one should treat a human, living being; and the consequences of this attitude are that this capacity for genuine, strong sex enjoyment becomes seriously impaired in some people and may be entirely lost in others.

As far as our standards on sex matters are concerned, we are not quite sure what these standards really are. Our fathers and mothers were better off in this matter. They were dead wrong, to be sure, but they were at least sure of their beliefs. They knew sex was something scandalous, something not to be discussed or even thought of, that it was all right for a man to have a certain amount of sex enjoyment after marriage, but for the woman it was more or less something only to be tolerated.

This is certainly not our idea any more, but when we try to find out what our idea is, we get very different answers from different individuals. We are insecure, and although I think our insecurity is in itself great progress as compared to the rigidity of our parents, insecurity as such is, of course, not too good a guide.

Fortunately, it seems to me that in this, on principle, irreconcilable conflict between the sex drive and the cultural frustration on the other hand, nature seems to help itself somehow, and the children just escape into some sort of substitute outlet, into masturbation, for example. Here again, you can see very clearly the differences between the views of the previous generation and our generation. Our parents knew that masturbation was a deadly sin, you were going to be punished for it in eternity, and the chances were that you would become insane. Of course, we don't hold this view any more, but we still, I think, refuse to face masturbation for what it really is, namely, a fact, a fact which is necessitated by the specific way in which our children grow up.

The situation of the adult who wants to help the adolescent with his sex problems is not always easy. This is exactly the time when children begin to withdraw from their parents as a matter of course, when even those children who have had the best possible relationships with their parents begin to draw away, become uncommunicative, and resent any questions by the parents as an obtrusion into a private sphere. I am afraid it is not only the parents, but adults on the whole who are not too useful to children in their lonely and sometimes rather desperate struggles, because in order to give a solution to their problem, we need first to have one, and we don't. In this situation it might help us just to realize this fact, that we have no perfect answer for the adolescents. However, we cannot remain completely negativistic. What is our attitude going to be? What do we want to tell these

youngsters when they ask us; they *will* ask us, and they have a right to expect an answer.

I think if everything else has failed, we may as well tell them the truth, and the truth in this matter would simply be to say that we are insecure ourselves, and don't know exactly where we stand. We can talk to the youngsters and say something like this: "Of course, it's a natural thing that you should have these wishes, desires, these fantasies; in fact, it is so natural that we would begin to worry if you didn't have them. As far as sex relations are concerned, you know as well as I do that in the society in which we live the generally acknowledged standard is that young people should not have sex relations before marriage. This standard has been questioned by some people. Most people, however, still uphold this standard. It might be interesting, by the way, to hear what you think about it."

You can talk to the youngster, or, better still, let him do the talking, about whether he thinks it is a wise idea, or a silly idea, and you can discuss the pros and cons of the existing standards. You can explain, for instance, how what we know as our culture is fundamentally built upon these standards. Then after he has reached some kind of conclusion, you can go on and say, "Well, whatever you think now, whether you think these standards are wise or silly, at one point it doesn't make much difference. They are something very real. They are nothing imaginary. When you infringe upon the law, it does not make the slightest difference whether this law is wise or silly, you will be punished, irrespective; and society punishes those people very cruelly who overstep the sex and the moral code."

Then you can discuss the consequences of premarital sex relations with him, and it is not necessary to frighten him, because the facts, unfortunately, are frightening enough in themselves. Having discussed that, you can conclude by saying, "Well, that is just about as much as I can tell you. What do you want to do now? Which way do you want to go? I must leave the choice to you. This is one of those things which is less agreeable about growing up, that you have to make decisions, and you have to assume the responsibility for your decisions, too. I have no hundred per cent answer to this problem. I don't think there is really any completely satisfactory solution for your problem because, whichever way you decide, you will have to sacrifice something. But it may be a certain comfort to you to know that you are not the only one, that all people of your age go through just the same kind of trouble. I know it is going to be rather hard on you as it is on all of them. It may be hard on you for the next five years or ten years, but I hope you will be wise enough not to get hurt too much."

Of course, I wouldn't speak in exactly this way to any youngster I met. I would adapt my vocabularly to his. I probably would not speak so much at all, but listen and let him do the talking as much as possible. But this would be the general idea I would try to convey to the youngster. And I have been invariably struck by the maturity in the response of these immature adolescents when you approach them in this manner.

Once we have realized that our contribution can only be a limited one, then I think the road is open to a more constructive and more realistic approach to the whole problem. We admit that we have no perfect solution for the adolescent. But is there nothing we can do? Of course, there is a great deal we can do; in fact, we are doing something all the time anyway, in one way or the other. We can harm the children constantly by an unwise attitude toward their problems; we increase their tension, their anxiety. Or, on the other hand, we can help them quite a good deal by a more sensible attitude.

What is a sensible attitude of the adult toward the adolescent's problems? It is just a basic acceptance of sex; in other words, the adult should not be too afraid or too disgusted with sex himself. This seems very simple, but it brings up another question: How many such adults are there? Are they the many or are they the few? I think that the number of those adults who have this free, mature, accepting attitude toward sex is probably smaller than we would like it to be. That is a very serious thing because what, after all, is sex education but this understanding, mature, and free attitude of the adult toward the youngster's desires, fantasies, and wishes? I think that really could be a definition of sex education: The free, spontaneous, and accepting attitude of the adult toward the sex of the child and adolescent in all its manifestations.

Besides this basic quality of the right kind of sex attitude, questions of technique, for instance, the question as to when and how to give the best type of sex information, such things seem comparatively minor details. A person who has this kind of free, spontaneous and mature attitude toward sex, can do no wrong, so to speak; whatever he says, whatever he does, it will be the right thing. It doesn't really matter what he says, because in this field, as in all emo-

tional relationships, what we say does not really count; it is only what we really feel that counts. Cheating is ultimately impossible, though for obvious reasons it is tried frequently enough.

I remember a mother who approached me about the problem of her child with whom, she said, she had never found an opportunity to discuss sex. The boy was then eleven years old.

I said, "Strange, very strange indeed! Why not?"

"He never asked me any questions."

"He never asked a single question?"

"Oh, yes," she remembered, "he once did ask, when he was about six years old. But just then the telephone rang and I had to go and answer it. And he forgot all about the question."

"Now," I said, "everything depends on how you felt when the telephone rang. Were you glad or were you sorry?"

The mother was a truthful person and she had to confess that she felt relieved when the telephone rang. Of course, the child had quickly sensed this attitude.

I don't want to seem too hard on the poor adult who does not have a free accepting attitude toward sex. But I think the adults ought to learn to think a little more modestly about their ability to guide children in these matters, and about their own sex adjustment, too. In practice I have always found that adults suffer more or less from the same problems, fears, inhibitions, and repressions as the adolescents do. This is not meant to be an attack against parents, because, after all, we are only what people have made of us. This holds true of adults as well as of adolescents. We were all exposed to a very rigid sex taboo when we were little children. We were all made to feel afraid and disgusted with sex. It wasn't always by direct means, by punishments or threats; it was much more by the subtle and indirect means, by the audible silence to our questions, and the general attitude around us.

Some among us have nevertheless attained a wholesome attitude toward sex. Some have attained it easily, as an outgrowth of natural development. I think they are the lucky exceptions rather than the rule. They are the ones who happened to have particularly genuine and strong and happy parents, and whose life was comparatively smooth. But I think the majority owe whatever freedom we possess in this matter to a pretty hard struggle, the scars of which show in most of us.

At any rate, there are certain adults who do have a wholesome attitude toward sex, either as a natural development or as a result of training, and it seems to me that the best thing society could do with those people would be to pick them out very carefully and to use these comparatively rare gifts in the education of children. Here is the point where the school comes in, where there is, I think, a definite challenge to the school.

The sex problems of adolescence are a great challenge to schools, because, as has often been mentioned, while the parent has the responsibility for the child's sex adjustment during childhood, a change takes place during adolescence. The child withdraws, the parent loses this influence, and I don't think it is an exaggeration to say that in many cases the parent really is the very last person to whom the child can turn with these problems. Wise parents realize that this is perfectly normal. At the same time the children, however, have a great desire to visualize their troubles and worries before an accepted adult and, naturally enough, teachers are called upon to act as parent substitutes. This is the time when the children develop their first genuine love affairs on an adult level and usually by developing crushes on different teachers.

In a situation like this the maturity of the teacher is, of course, very important. And since sex education is so dependent on the attitude of the adults around the youngsters, it is clear that the schools should have the greatest possible number of teachers who have a well-balanced attitude toward sex. There isn't, however, any possibility of influencing the emotional adjustment of the whole teaching profession, but it is possible to set up something which is more modest, but feasible. What I mean is that in each school there should be at least one person to whom the child can turn with his problems and troubles with full confidence; in other words, to have the proper kind of child guidance in schools. I don't think it makes much difference what the title of such a person is. It could be that of psychiatrist, psychologist, psychiatric social worker, or child guidance specialist. Or it could be any teacher interested in the matter, or, under certain circumstances, the principal of the school. Though it is doubtful that teachers or principals would be as suitable for such guidance work. Because they already play the role of an authority, and it is difficult to represent a rewarding and punishing authority on the one hand, and on the other hand to invite the full confidence of the children so that they will speak about those inner things of which they are afraid or ashamed. I think that a person who

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Parents' Questions and Discussion

The questions published here are selected and discussed by the staff of the Child Study Association, and the answers written by various members. The department is edited by Helen G. Sternau.

My two-year-old follows me around like a kitten. He always wants to play near me and he's very unhappy if I try to leave him with a neighbor. My husband thinks the baby is much too attached to me. He says I cuddle and pet Dickie too much, that I'll make him into a sissy or a Mama's baby. Is it really bad for such little boys to be petted, and must I try to make Dickie manly and independent, at the age of two?

No, it's not bad for young children of either sex to be loved and petted. They need a lot of warm, physical affection, and are not likely to develop into emotionally sound men and women without it. As a matter of fact, true independence is possible only when a child feels warmly loved and therefore ready to grow out of babyhood. There are, of course, some women who caress their children with an unhealthy intensity because they themselves feel lonely or unloved. A highly charged atmosphere of this kind is not good for any child, but normal healthy affection is quite another matter.

I don't believe your husband need worry just because your two-year-old sticks pretty close to you. That's quite natural at this age. After all, you've constituted most of his world so far. See that he has plenty of absorbing things to do; not all his satisfactions should come from you. But if he is busy and happy and able to amuse himself—it's quite all right for him to want you around as a comforting sort of background.

Pretty soon it will be time for him to begin to get used to other people, too, and to do without you for increasing periods of time. But being left alone with a stranger may still be too big a step for him. Perhaps if you visit your neighbor *with* the baby a few times, he'll stay with her alone more happily when the need arises.

It will be helpful, too, if you persuade Dickie's father to take the baby out all alone on an occasional Sunday morning, or ask him to put Dickie to bed now and then while you get dinner. Doing without Mother when Daddy is there is an easy first step toward manliness, and every son needs plenty of chance to love and enjoy and copy his father. If the "men" of the family have a strong bond, not even the cuddliest little boy is apt to develop into a sissy.

Is it wise to let children see their parents in the nude? Some of my friends seem to think I am old-fashioned because I don't seem to be able to do this easily, and that I will make my children more curious about the human body. I must admit that my little boy stares hard when he sees me in my underwear.

The fact that you do not take naturally to appearing nude before your children is a good indication that if you tried to be "modern" in this respect you would feel ill at ease, and this attitude would do more harm than good. On the other hand, exposure is quite natural and easy for some people and it would be equally hard for them to do anything else. In such households, it is perhaps harmless or even useful for the children to become familiar with the human body of both sexes and to ask questions freely and have them answered.

Even children who have always been accustomed to the casual nudity of their parents may sometimes, around the ages of two to four, begin to show signs of real sexual stimulation, demanding to touch their parents more intimately, or asking questions about sex continuously and obsessively. Even without these clear signs, some children may develop fears or other symptoms of anxiety as a result of inner conflicts about sexual matters. In these cases, even though we may not be altogether sure of the causes, it may be wise to keep sexually stimulating experiences including nudity at the minimum. This does not mean a sudden revolution in all one's customs but rather quiet arrangements to see that bathroom and bedroom doors are usually closed and privacy respected. As children get on into school age and adolescence they are likely to prefer it that way quite spontaneously.

It should be mentioned that there are some parents, often very complacent about their practices, who overdo the whole nudity business. When this is the case it is almost sure to have undesirable results for the children.

The group of nine- and ten-year-olds with whom my child plays in our neighborhood have recently taken to disappearing into the bath-

rooms where they lock the doors and remain for quite some time. From the furtive giggles and other clues, the mothers can't help concluding that some sort of sex play is going on. Notes between the children have been found, too, with dirty words and drawings. Is it best to ignore all this and just see that they have the proper outdoor play and recreation? Some of the mothers think the children should be spoken to severely or punished. Won't this give them unnecessary guilt feelings and the idea that sex is something shameful?

Certainly these children need opportunities for satisfying play both outdoors and in; they also need a grown-up in the picture who without constantly intruding can give some supervision and guidance. I should not permit the locking of the bathroom door. Don't give explanations; just make it clear that you object. They will know why.

When the opportunity presents itself it would be wise to talk to your child and perhaps one or more of the other children, telling them of your discoveries in a straightforward friendly manner, making it clear that you know that children often think it amusing to play in this way, but that it is not a good idea and you can't permit it. Don't tell them it will make them sick or that they are morally very bad for doing it, but simply and dogmatically that they are better off if they don't. If they want to know about each other's bodies or how babies come or anything else, tell them truthfully what they want to know.

It is a great mistake to think that we spare children from guilt and shame by letting them indulge all their sexual wishes and pretending not to notice. A child is bound to feel "bad" or "guilty" about this kind of play anyway and if we leave him thus unprotected from his own strong instincts he is likely to become anxious, unhappy or otherwise maladjusted. Of course wise, friendly control does not mean punishments and severity. A good principle to remember is that although a child is entitled to his curiosity and his feelings, he is not entitled to *do* whatever he wants to about them. Steering such a middle course is the best way—though there is no perfect one—of keeping the child healthy-minded.

Suggestions for Study:

Current Attitude Toward Sex Education

GUIDING PRINCIPLES

I. Sex Attitudes Begin at Home

Sex education is an integral part of family living. Whether or not we give our children biological information, we cannot help but pass on our own attitudes toward sex. Quite unconsciously in our day-to-day living we transmit our basic feelings about the body, about sexual pleasure and curiosity, about men and women and marriage and conventional sex morality. It is not only a matter of how we answer questions. It begins long before that with our handling of nursing, weaning, toilet training, thumb sucking and early masturbation. It includes our response to the small child's love of dirt, his interest in all bodily processes, his first awareness of bodily differences and his first frank curiosity. Information has its place, too, even though at first the child may confuse it with his own fantasies. Simple answers to honest questions are important primarily because they help the child to accept his own curiosity and assure him that we accept it too.

II. Sex Education at the School Age

Much of the energy of the school age child is drawn into a new sort of personal competition and intellectual striving. He is somewhat less concerned with relationships within the family and with his own bodily sensations. His strong ties are to friends of his own sex and, outwardly at least, he is somewhat scornful of the opposite one. This is sometimes called the latency period—but sexual interest is by no means absent at this time. Parents and teachers must be prepared for epidemics of "dirty words" and "dirty jokes" and for experimental sex play. Neither a *laissez-faire* attitude nor one of shocked horror is helpful. The child needs adult help in controlling his impulses and conforming to social standards, but he should have legitimate means of satisfying his curiosity and sympathetic assurance that his impulses are not "bad." In guiding the child it is important to remember that it is not our aim to "de-sex" him—but rather to preserve and protect a sound and healthy sexuality.

III. Sex Information for Pre-Adolescents

Renewed curiosity and considerable confusion are typical of the pre-adolescent attitude. Conversation with contemporaries tends to emphasize the bizarre and abnormal aspects of sex. Moreover, the great unevenness of individual development at this age brings personal worries to many boys and girls concerning their own "normality." The adult who can be helpful is one who is skilful enough to draw out for discussion the child's own ideas and confusions. Correct biological information is useful but of little avail until misconceptions and personal doubts have been straightened out.

IV. The Dilemma of the Adolescent

Sex education in adolescence is inevitably baffling because of the dilemma in which our society places young people of this age. The strict tabu on sex relations imposed for many years after sexual maturing brings with it many serious problems. In our effort to help the adolescents, most of us find ourselves confused. We really don't know all the answers. We can be most helpful when we point out the choices clearly, admitting frankly our own uncertainties. Since adolescents are inevitably breaking their close ties to parents, they should have competent advisers to whom to turn outside the home. Only adults who have deep insight into their own sexual problems are truly competent to give such help. It would be desirable for schools to have such specially trained counsellors on their staffs.

QUESTIONS TO ANSWER

1. A certain young mother realizes that her own rigid upbringing has made the whole matter of sex embarrassing and even disgusting to her. How might she prepare herself to give her children a sounder attitude?

2. Jack, aged nine, startles the family by proudly telling his first dirty joke at the dinner table. How should the matter be handled?

3. Some twelve-year-olds are overheard discussing prostitution in the gym locker room. They are fascinated, a bit frightened, and somewhat misinformed. How might a mature adult handle the situation?

4. A mother is worried because her fifteen-year-old daughter is going about with some older high school boys and girls who have a rather "fast" reputation. What can she do to protect her daughter?

REFERENCE READING

The Parents' Manual 1941
by Anna W. M. Wolf — Simon & Schuster
Chapter VI—Sexuality in Childhood

New Patterns in Sex Teacher 1934
by Frances Bruce Strain — D. Appleton Century

The Wonder of Life 1940
by Milton Levine, M.D., and Jean H. Seligman — Simon & Schuster

Sex Guidance in Family Life Education 1942
by Frances Bruce Strain — Macmillan Co.

Boy Meets Girl in Wartime (Pamphlet) 1943
American Social Hygiene Association

When Children Ask About Sex (Pamphlet) 1943
Child Study Association of America

Of special interest to study group leaders is the new Manual for Study just published. It is called *Today's Children for Tomorrow's World*—A Guide to the Study of the Child from Infancy to Six. It was prepared by Aline B. Auerbach for the staff of the Child Study Association of America, in cooperation with the American Association of University Women, and is designed as a practical working outline of the needs of young children, with suggestions to parents on helping to prepare children today for the responsibilities of tomorrow's world. In syllabus form, with bibliographical references keyed to the outline, and including suggestions to leaders on techniques of organization and discussion. The Manual is twenty-four pages and can be obtained by sending thirty cents to the Child Study Association of America, 221 W. 57th Street, New York 19, N. Y.

THE TECHNIQUE OF SEX INFORMATION

(*Continued from page 11*)

with children of that same age. If you are embarrassed at the sex manifestations of the pre-adolescent, then you had better ask somebody else to help you out with the handling of the sex information for your children. If he does a good job of it, you will have a chance to come in on the problem a little later, on a more adult level, when you may feel ready to meet it without embarrassment.

A book for every mother and father—and for everybody interested in children

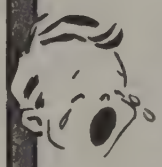
It's a Wise Parent

By

Mollie Stevens Smart

and

Russell Cook Smart



In practical, readable, amusing and non-technical fashion two experts on child-psychology give helpful suggestions and sound advice on the successful rearing of children.

The happy, adaptable child of today is the contented, good citizen of tomorrow, declare the authors. The steps to this goal are largely the responsibility of the parents. Here is a guide by which both children and parents may gain much. And there's not a prosy page in it!

ILLUSTRATED BY RUTH WOOD

$2.00 AT BOOKSTORES

CHARLES SCRIBNER'S SONS

Science Contributes

WILL YOU NURSE YOUR BABY?

By ANNA W. M. WOLF

SUCCESS in nursing a baby is now pretty well acknowledged to rest first of all on the mother's eagerness to nurse her child and secondly, but also very important, on the willingness of doctor and nurse to help her do so. Since artificial feeding has made such strides as a scientific substitute for breast milk, it is perhaps not surprising that many women, especially young ones, take the position that since it is "just as good" for the baby, why bother to nurse him.

It is distressing, however, that so many medical men do not know better, or if they do, refuse to take trouble about it. This attitude on the part of the professional group caters directly to all that is most immature in women. It offers nothing toward helping them to grow up and enjoy their maternity. It caters to those who regard the body as something to be looked at rather than as something to use and to those who see no reason to run the risk of altering the contours of their breasts. Some women feel that nursing a baby confines them too closely to the house, and others express special aversions to "feeling like a mere animal." Many young women who are in their first pregnancy seem to be unaware of what they really want, and are willing, or so they say, to leave the decision to the doctor. Fortunately, there are still others, and they are in the majority, who definitely want to nurse their babies but are so discouraged by those in authority that the baby gets weaned before they know it.

Whether or not artificial feeding is really "just as good" for the baby is still highly debatable. Even if nutrition and nutrition alone is the sole point to be considered, the rank and file of women living under conditions where refrigeration and sterilization of utensils are necessary will find it difficult to take the measures to safeguard it. An ever-ready supply of clean, fresh milk is definitely safer. However, even when every facility is at hand for cleanliness, scientific opinion is by no means certain that the breast-fed baby does not have advantages in total health over the infant who is bottle fed. The weight of evidence now seems to show that while the difference may be negligible when the child has passed six months of age, the breast-fed baby has a definite advantage before that period has elapsed. Certainly this cannot be overlooked, for the early months are also the period of highest infant death rate. Moreover, colostrum, a substance secreted by the mammary glands of all mammals just before the milk appears, is well known for its immunizing properties.

The fact remains that experienced pediatricians almost invariably favor breast feeding wherever possible. Often it is the obstetrician who plays down its importance because he concludes that his patient prefers not to be bothered. Or possibly, like many specialists, his imagination does not extend beyond the limits of his own job, and perhaps, too, in his busy life, he hasn't time to bother with the supervision of breast feeding. The pediatrician consequently gets the baby after it has been weaned, or when the mother's mind has been thoroughly set against nursing. Regardless of what he may think about the practices of his medical predecessor, prudence requires him not to criticize, and he has to do the best he can for his small patient.

Whatever the problem for the baby's physical health, however, there is another important angle to the nursing question. This is the effect of nursing on the mother herself and on the whole mother-child relationship. It is interesting that although many women have no strong feeling before the baby is born as to whether or not they want to nurse their babies, when the baby is actually there, they find definitely that they do. It also seems to be true that when it comes to their later children, their attitude has matured, their feelings toward their own maternity have deepened, and they ardently desire to nurse them. The truth seems to be that none of our attitudes toward the great physical experiences of life, puberty, sex relations, pregnancy, nursing, menopause, death, rest on purely rational considerations. It is unsafe to predict just what our emotions and desires concerning them are going to be.

The nursing experience is far more than a primitive method of giving food to infants. Over and above this there is something here which tends to deepen the relationship between the mother and child and to promote the mother's own capacity for giving the best that she has. If successful, this experience is profoundly satisfying to both mother and child. Like sex relations there is often an initial period of

getting adjusted before real harmony is attained. In each case the satisfactions involved seem to be both a cause and a token of genuine development of two persons in a love relationship. Women who like and accept themselves unreservedly as women, and can take pleasure in the definitely female function of nursing, are more likely to be at peace with themselves in the mother role on which they are embarking than those who detach themselves at once from their babies. They need a period in which the physical tie between mother and child may continue for a while and find in it an expression of the love and satisfaction they take in each other's existence.

Sometimes women ardently desire to nurse their babies and yet encounter difficulties with the amount or quality of their milk. When this happens they deserve the utmost in help and encouragement from their doctors and nurses. Any doctor who tells a mother directly or by implication that she is "the nervous type" and had therefore better give up the idea; or that "the tempo of modern life" is not conducive to nursing, discourages her at once and therefore inflicts a grave injury to her self-esteem. A doctor's job is to set about helping a young mother to know that she wants to nurse her baby and can, and to help her by his practical experience to achieve success. There are definite things to prevent such conditions as inverted or cracked nipples, and to help infants who have a hard time seizing the nipple or initiating vigorous sucking. Too much concern about the weight of newly born infants lies at the root of much evil. There is really no good reason why they should "regain their birth-weight before leaving the hospital." It is not until several days after childbirth that the full milk flow in the breasts is established. Much harm may be done by indiscriminate use of supplementary feedings at this time, because if mother's milk is to be abundant, a hungry baby who sucks hard is the best way to insure it. Small setbacks should not be the occasion for discouragement and immediate recourse to the bottle. Doctors and nurses who do not understand the importance of this period or are unpracticed in the techniques of bringing about a satisfactory adjustment can do much harm and produce "nursing problems" in the mothers under their care, just as surely as inept mothers produce "food problems" later on in their children. With patience, resourcefulness and encouragement from those whose job it is to establish the maternal function from the very beginning, there are probably few women who cannot nurse their babies.

In spite of the acknowledged advantages of breast feeding to both mother and child, however, there are always special circumstances when, despite every effort of doctor, nurse and mother, it may break down. There seem to be women, otherwise perfectly adequate in their maternity, who cannot nourish their babies successfully at the breast. It is fortunate, therefore, that today artificial feeding when scientifically supervised may also produce sound children. This is especially true when the mother realizes that by her inability to nurse her baby something of value in their relationship has been lost for him as well as for her, and sets about making it up to him as best she can. Knowing this, she should make her manner of giving him the bottle as warm and as personal an experience as possible, holding him in her arms, and giving him all the comfort which the feel of close bodily contact can give to babies.

There seems to be no doubt that some day much more will be known about the relation of these early physical experiences to personality development. Until such knowledge is available we will still do well to act in many matters on the accumulated experience of the human race. It is the besetting sin of the young, educated mother to try to rely too largely on rules and "science" and to over-intellectualize her human relationships. Her own instincts, if she knew where to find them, would in many cases be a wiser guide than half-baked knowledge. Scientific procedure should certainly be observed with infants just as far as positive facts will take us. Millions of lives have been saved through modern knowledge of nutrition, bacteria, immunization, and the careful observance of hygienic routine. But this is not all there is in the life of the infant, and we should stop pretending that it is.

It is in the sphere of the emotions that every mother of a child must make her own decisions and make them daily. The notion that a baby's life is little more than vegetative is fast giving way to the view that much of vast importance for the individual's future character and temperament happens during the first weeks and months of his life and is determined by the satisfactoriness of the mothering he gets. In these early months, not only his physical well-being but his emotional needs and feelings are of the utmost importance. Protracted discomforts, long crying spells, hunger, loneliness, disappointments, acute frustration of primitive desires at this time may be the basis for future poor health, irritability and discontent. A deep feeling of organic peace which the nursing experience furnishes so abundantly, its recur-

(*Continued on page 31*)

Books of the Year for Children

Selected by the Children's Book Committee of the Child Study Association of America

THIS list has been selected and arranged to meet a broad range of reading interest and a variety of individual tastes. The age grouping is not intended to restrict choice, and parents are urged to study the whole list since many books have a far wider appeal than could be indicated. Books listed here are on exhibit at the Association's headquarters. A more extensive list will be published in pamphlet form December 5.

FOR THE YOUNGEST

Ages Two, Three and Four

*MOTHER GOOSE. *Illustrated by Tasha Tudor. Oxford. 87 pp. $2.00.* Exquisite illustrations in a welcome new collection.

*GRANDFATHER'S FARM. *By F. Rojankovsky. Platt & Munk. Unpaged. $2.00.* A ten-foot folding cardboard with perfect animal pictures in gay color—both a toy and a picture book.

EVERYBODY HAS A HOUSE. *By Mary McBurney Green. Illustrated by Jeanne Bendick. Scott. Unpaged. $1.00.* Very simple picture book about animals and their livingplaces.

*HI-HO FOR THE COUNTRY. *Written and illustrated by Romney Gay. Grosset & Dunlap. Unpaged. $.50.* Familiar and strange objects brightly illustrated in a story about a little girl's visit to the country.

HERE COMES DADDY. *Written and illustrated by Winifred Milius. Scott. Unpaged. $1.00.* All the things that happen on the corner while Peter waits for his daddy.

WILLIE'S WALK TO GRANDMAMA. *By Margaret Wise Brown and Rockbridge Campbell. Illustrated by Lucienne Bloch. Scott. Unpaged. $1.25.* Picture-story of a little boy's walk—what he sees and does in the country.

THE UNLIKE TWINS IN NURSERY SCHOOL. *Written and illustrated by Charlotte Becker. Scribner. Unpaged. $.75.* Reassuring picture-story about a day in nursery school, for the child who is just starting.

*THE PARK BOOK. *By Charlotte Zolotow. Illustrated by H. A. Rey. Harper. Unpaged. $1.75.* What happens in a city park, told to a country boy who has never seen one, in poetic writing and beautiful pictures.

TIMID TIMOTHY. *By Gweneira Williams. Illustrated by Leonard Weisgard. Scott. Unpaged. $1.25.* Modern flavor in a simple picture-tale about a kitten that learned to be brave.

SATURDAY FLIGHT. *By Ethel Wright. Illustrated by Richard Rose. Scott. Unpaged. $1.00.* A bright airplane picture book simple enough for the very young.

*RED LIGHT, GREEN LIGHT. *By Golden MacDonald. Illustrated by Leonard Weisgard. Doubleday. Unpaged. $2.00.* Fascinating pictures enhance a simple story about traffic lights and the busy road.

FIX THE TOYS. *Written and illustrated by Dorothy N. King. Morrow. Unpaged. $1.50.* Younger children will enjoy finding the proper heads to fit the pictures in this fairly durable toy book.

Ages Five, Six and Seven

*THE TALL BOOK OF NURSERY TALES. *Illustrated by F. Rojankovsky. Harper. 119 pp. $1.00.* A colorful collection of best-loved tales, in unusual format with enchanting illustrations.

* Of outstanding quality.

*THE GOLDEN ALMANAC. *By Dorothy A. Bennett. Illustrated by Masha. Simon and Schuster. 94 pp. $1.00.* A gay book of stories and poems for each month, copiously illustrated. For children and parents.

*LULLABY. *Adapted from the Polish by Josephine B. Bernhard. Illustrated by Irena Lorentowicz. Roy. Unpaged. $1.00.* A delicate Polish folk tale about the Christ child illustrated with rich peasant flavor.

TIT FOR TAT TOMMY. *By Gertrude Blumenthal. Illustrated by Charlotte Becker. Oxford. Unpaged. $1.50.* Children, toys, and a pet turtle in an amusing story with likeable pictures.

A TIME FOR SWAPPING. *By Ann Todd and Rosalie Slocum. Illustrated by Rosalie Slocum. Oxford. 88 pp. $1.50.* Linda and Timothy appear again, this time in a story about farm life.

RODDY MEETS THE CIRCUS. *Written and illustrated by Mabel Betsy Hill. Stokes. 71 pp. $1.50.* Sheer fun when an eight-year-old boy goes to his first circus.

*HERE'S A PENNY. *Written and illustrated by Carolyn Haywood. Harcourt. 158 pp. $2.00.* Two pet kittens help a great deal in this heart-warming story with special appeal for the adopted child and his parents.

*YONIE WONDERNOSE. *Written and illustrated by Marguerite De Angeli. Doubleday. Unpaged. $2.00.* The everyday adventures of a little Pennsylvania Dutch boy in a captivating story of long ago. Inviting pictures.

ANGELO THE NAUGHTY ONE. *By Helen Garrett. Illustrated by Leo Politi. Viking. 40 pp. $2.00.* A little Mexican boy learns to like to be clean. Excellent decorative illustrations.

SASHA AND THE SAMOVAR. *By Lorraine and Jerrold Beim. Illustrated by Rafaello Busoni. Harcourt. Unpaged. $1.75.* A little boy's helpfulness on a Russian farm makes a simple but effective story.

†WINGS FOR PER. *Written and illustrated by Ingri and Edgar Parin D'Aulaire. Doubleday. Unpaged. $2.50.* Imaginative and realistic story of a small Scandinavian boy's struggle to free his land from the invader. Large, striking lithographs.

*THE CHRISTMAS ANNA ANGEL. *By Ruth Sawyer. Illustrated by Kate Seredy. Viking. 48 pp. $2.00.* An old Hungarian story with personal warmth and rich peasant flavor. Exquisite illustrations.

SUSAN WHO LIVES IN AUSTRALIA. *Written and illustrated by Elisabeth MacIntyre. Scribner. Unpaged. $1.50.* Jolly pictures and rhyme describe the experiences of a little Australian girl in city and country.

*KITTY COME DOWN. *By Frances Bacon. Illustrated by Eloise Wilkin. Oxford. 31 pp. $1.00.* An ever-appealing tale of children and their pet kitten, with pictures full of humor and detail.

CHIPS: THE STORY OF A COCKER SPANIEL. *Written and Illustrated by Diana Thorne and Connie Moran. Winston. Unpaged. $1.50.* How an enterprising puppy found himself just the right master. A warm-hearted story with appealing pictures.

REWARD FOR BROWNIE. *By Dorothy Childs Hogner. Illustrated by Nils Hogner. Oxford. Unpaged. $1.00.* A police horse is the hero of this satisfying story for young horse-lovers. Beautiful illustrations.

HOOKER'S HOLIDAY. *Written and illustrated by Wilfrid S. Bronson. Harcourt. Unpaged. $1.75.* What happens when a young monkey is taken from the zoo to a professor's laboratory makes a hilarious story.

† Especially valuable for interpreting today's world to children.

(*Continued on page 22*)

HARPER BOOKS FOR BOYS AND GIRLS

PANDORA

Clare Turley Newberry

The author of *Mittens* and *Babette* presents Pandora—an exquisite Persian kitten. 12 pastel drawings and 22 pen-and-ink sketches. One picture removable for framing. *Ages 4-8.* $1.75

I LIKE TRAINS

Catherine Woolley

The little boy *liked* trains, passenger trains, freight trains, express trains, local trains. Pictures by Doris Spiegel. *Ages 4-8.* $1.00

EGBERT

Paul T. Gilbert

Elephants, seals and even a phoenix were everyday occurences in Egbert's life. Pictures by H. A. Rey. *Ages 7 to 11.* $1.50

PRETZEL

Margret Rey

Pretzel, a very long dachshund, who won a blue ribbon, had difficulty in winning the lovely and disdainful Gretel because she disliked long dogs. Pictures by H. A. Rey. *Ages 4 to 8.* $1.75

WE THREE KINGS

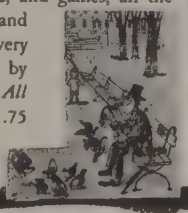
H. A. Rey

The complete piano music and words for ten favorite Christmas songs in the same style as *Humpty Dumpty.* Full page picture for each song. *All ages.* $1.50

THE PARK BOOK

Charlotte Zolotow

Pigeons, and squirrels, nurses, and young mothers, and games, all the friendliness and loneliness of every park. Pictures by H. A. Rey. *All ages.* $1.75



THE BIG FUR SECRET

Margaret Wise Brown

The minute he walked through the gates of the zoo the animals knew that the boy was there—the boy who knew their secret! Pictures by Robert deVeyrac. *Ages 3 to 6.* $1.75

IN THE MORNING OF THE WORLD

Janette Sebring Lowrey

Many of the Greek myths retold and integrated in one delightful story. Illustrated by Zhenya Gay. *Ages 10 and up.* $2.00

THE LAVENDER CAT

Janette Sebring Lowrey

Jemmy was left with the grimy charcoal burners, and his shy little cat, and Shawn, his gentle friend, helped him find his home. Pictures by Rafaello Busoni. *Ages 8-12.* $2.00

HORSES

Timothy Hay

The little horse went to the circus and he saw horses. And clowns. And lions. And elephants. But he liked one thing best. Pictures by Wag. *Ages 3 to 6.* $1.50

THE STORY OF CALIFORNIA

Lithographs **by C. H. DeWitt**

From the early days of the settlers to the industry of today, Mr. DeWitt presents the history of the "Golden State." Text by May McNeer. *Ages 5 to 10.* $1.50

THE ADVENTURES OF JACK NINEPINS

Esther Averill

How Jack Ninepins travelled from a nursery in New York to Paris. Story and pictures by the author of *The Cat Club. Ages 5 to 8.* $1.75

THROUGH MANY WATERS

Virginia Watson

A spell-binding yarn of Perry, the farm boy, who followed a brook to the Mississippi, then out to the sea. Pictures by Jessie Robinson. *Ages 12 and up.* $2.00

A GOOD MAN AND HIS GOOD WIFE

Ruth Krauss

The man and his wife were very happy—but he could never find things because she moved them around. So he Decided to Do Something About It. Pictures by Ad Reinhardt. *All ages.* $1.50

HARPER & BROTHERS
49 E. 33rd St., New York City 16

LUTIE. *Written and illustrated by Margot Austin. Dutton. Unpaged. $1.00.* Irresistible nonsense about a boy and his animal friends who run away from school.

*KATY NO-POCKET. *By Emmy Payne. Illustrated by H. A. Rey. Houghton. Unpaged. $2.00.* Extravagant fun about a mama kangaroo and her baby. Bright and funny pictures.

ONCE THERE WAS OLGA. *By Josephine Balfour Payne. Illustrated by Joan Balfour Payne. Putnam. 44 pp. $1.00.* A good man, a good woman, and their donkey, Olga, make an amusing folk tale.

MAGIC MICHAEL. *Written and illustrated by Louis Slobodkin. Macmillan. Unpaged. $1.50.* Child-like rhymed nonsense about a little boy who pretends he is all sorts of things and ends up being just himself. Amusing illustrations.

JENNY; THE BUS THAT NOBODY LOVED. *By Maurice Dolbier. Illustrated by Tibor Gergely. Random House. 44 pp. $1.25.* When a bus plays the role of magic carpet the result is hilarious. Bright, funny pictures in the comic-strip manner.

PETER "PT." *By Polly Culbertson. Illustrated by Annette Byrne. McKay. Unpaged. $.50.* How a little pleasure craft becomes a PT boat, and goes to war. A small, attractive book.

†*NOW DADDY'S IN THE ARMY. *By D. Carr and I. J. Parrott. Illustrations by George Shellhase. Morrow. Unpaged. $1.00.* Army routines and basic training described in terms of a small child's experience. Especially comforting if Daddy has recently gone to war.

*ANIMALS, PLANTS AND MACHINES. *247 pp. $.96.*

*FARM AND CITY. *184 pp. $.88.*
By Lucy Sprague Mitchell and Margaret Wise Brown. Heath. Two school "readers" which are an outstanding contribution, offering simple information in well-written, entertaining stories attractively illustrated.

THE CHILDREN'S HOUR. *Illustrated by Waldo Peirce. Duell, Sloan and Pearce. 72 pp. $2.50.* A refreshing collection of poems for every age, with memorable pictures in high colors by a fine American artist.

FOR THE ELEMENTARY YEARS

Ages Eight, Nine and Ten

*RABBIT HILL. *Written and illustrated by Robert Lawson. Viking. 128 pp. $2.00.* A touching and imaginative story about small animals in a world dominated by human beings. Exquisite drawings.

CLARINDA. *By Frances Duncombe. Illustrated by Angela. Holt. 133 pp. $2.00.* A little girl's fanciful adventures take her down the waterspout to a forest pool and a host of delightful animals.

*A RING AND A RIDDLE. *By M. Ilin and E. Segal. Illustrated by Vera Bock. Lippincott. Unpaged. $2.00.* A full-flavored Russian fairy tale interpreted, at the end, in terms of modern scientific invention.

*APPLE RUSH. *Written and illustrated by Katherine Southwick Keeler. Nelson. 32 pp. $2.00.* A schoolboy and his friends have fun saving the apple crop. Interesting details about orchard processes in a lively story.

UNCLE BENNIE GOES VISITING. *Written and illustrated by Emma L. Brock. Knopf. 57 pp. $2.00.* A cheery little grocer turns farmer for an eventful summer and stays for always.

†*THE HUNDRED DRESSES. *By Eleanor Estes. Illustrated by Louis Slobodkin. Harcourt. 80 pp. $2.50.* Her dresses were only drawings, but beautiful ones, and from them Wanda's classmates learned a deep lesson in tolerance and understanding. A tender story, with illustrations to match.

*RABBIT-GO-LUCKY. *Written and illustrated by Phyllis N. Coté. Doubleday. 175 pp. $2.00.* How a little girl of today learns the old-time arts of spinning and weaving, and how the whole family helps. An engaging story of New England.

*THE SHOO-FLY PIE. *By Mildred Jordan. Illustrated by Henry C. Pitz. Knopf. 114 pp. $2.00.* A lively story, full of fun and flavor, of a little Amish girl who proved she was not "too young."

LIZZIE. *By May Justus. Illustrated by Christine Chisholm. Whitman. 64 pp. $1.50.* Pleasant episode in the life of a Tennessee mountain girl. The full-flavored dialect and old songs enrich the story.

*SUSAN. *By Robbie Trent. Illustrated by Esther Waite. Viking. 152 pp. $2.00.* Warm, lively account of a little girl's life, not so long ago, on a Kentucky farm.

WHEN ESTHER WAS A LITTLE GIRL. *By Eliza Orne White. Illustrated by Connie Moran. Houghton. 141 pp. $2.00.* An old-fashioned true story about a little girl in Civil War days.

AUGUSTUS DRIVES A JEEP. *125 pp.*

AUGUSTUS FLIES. *133 pp.*
Written and illustrated by Le Grand. Bobbs-Merrill. Each $2.00. The competent Augustus again—in two books, wherein he makes an hilarious attempt to deliver a jeep to the general and rescue a plane inventor.

†SWORDS AND SAILS IN THE PHILIPPINES. *By Phyllis Ayer Sowers. Illustrated by Margaret Ayer. Whitman. 128 pp. $2.00.* Timely and realistic account of a small Philippine boy's help to the Americans during the Japanese invasion.

†BOAT CHILDREN OF CANTON. *By Marion B. Ward. Illustrated by Helen Sewell. McKay. 92 pp. $2.00.* How two children lose their boat-home when Japanese bombs strike, and how they finally reach safe haven and their parents.

TOMMY AND HIS DOG, HURRY. *By Helen Ferris. Illustrated by Ruth Wood. Doubleday. 130 pp. $1.50.* A little boy gallantly offers his dog to the Army and gets a surprise.

REX OF THE COAST PATROL. *Written and illustrated by Margaret S. Johnson and Helen Lossing Johnson. Harcourt. 95 pp. $2.00.* A young shepherd dog runs wild and is reclaimed for war service in an exciting and realistic story.

COBI CAMEL. *By Nell Smidell Nesbitt. Illustrated by Mildred Gatlin Weber. Caxton Printers. 159 pp. $2.50.* A baby camel in a caravan wants to be white, but he discovers that yellow is best.

SAM HOUSTON, BOY CHIEFTAIN. *By Augusta Stevenson. Illustrated by Paul Laune. 199 pp.*

STEPHEN FOSTER, BOY MINSTREL. *By Helen Boyd Higgins. Illustrated by Clotilde Embree Funk. 201 pp.*

WILLIAM PENN, FRIENDLY BOY. *By Miriam E. Mason. Illustrated by Lawrence Dresser. 210 pp. Bobbs-Merrill. Each $1.50.*
The boyhood and maturing of these outstanding Americans in entertaining stories, with style and printing suited to young readers.

*YANKEE THUNDER. *By Irwin Shapiro. Illustrated by James Dougherty. Messner. 205 pp. $2.50.* Davy Crockett, the half-legendary frontiersman, and old Hickory Jackson. Robust humor, vivid language, and the characteristic illustrations of the artist, in a perfect book for the whole family.

FOR THE INTERMEDIATE YEARS

Ages Ten, Eleven and Twelve

*MAYFLOWER BOY. *By Stanley Young. Illustrated by Edward Shenton. Farrar & Rinehart. 272 pp. $2.00.* Exciting story about the Pilgrims' landing at Cape Cod and a fifteen-year-old boy's part in it.

THE GOOD SHIP RED LILY. *By Constance Savery. Illustrated by Nedda Walker. Longmans. 197 pp. $2.25.* A fast-moving, intriguing mystery story of 17th century England.

MICHAEL AND THE CAPTAIN. *By Ruth Langland Holberg. Illustrated by Sandra James. Crowell. 114 pp.*

(Continued on page 24)

Winter Reading for Young People

THE SEA CATS

By Alice Curtis Desmond

A young Aleut boy has an exciting time with the fur seals on the Pribilof Islands. Illustrated. *Ages 8-12* $2.00

LITTLE CHAMPION

By Ida Berry Riggs

A real ranch story for girls, about Barby and Panchito, the colt she trains herself. Illustrated. *Ages 8-12* $2.00

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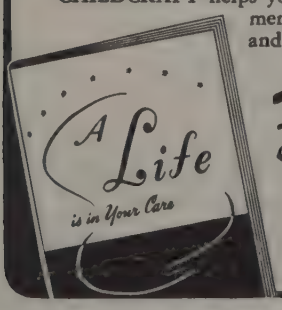

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SEX ATTITUDES BEGIN AT HOME

(*Continued from page 5*)

tion. It is the unconscious attitudes and feelings that children absorb from their parents in day to day living which are more important. The tone of adult comments on the pregnancy of the young mother next door, making fun of a boy because he is a sissy, or a girl because she is a tomboy, all leave their mark. So do adult innuendos and off-color stories, from which children feel deprived and excluded.

There can be no set prescriptions or formulae to apply in this field any more than in any other field of relationship. Families with a wholesome attitude toward sex will pass this attitude on to their children no matter what they say. A "wholesome" attitude does not mean one that reduces sex to the mechanics of sex relations in biological terms. It means an awareness of the significance of sex, an acceptance of it in its many manifestations, and a real regard for its importance in human relations. That it is emotionally charged for adults is unalterably true and should be recognized; out of this emotional charge comes the positive understanding of people's feeling for one another and of the beauty of deep personal relationships. This even small children can feel.

SEX DEVELOPMENT DURING THE SCHOOL AGE

(*Continued from page 8*)

ideal image that the child needs to help him along in the course of his psycho-sexual development, his achievement of independence, and his achievement of a satisfying feeling of adequacy within himself and in his group. But such teachers are certainly rare.

To sum up, I would like to emphasize a few points: First, that this period of sex development is one in which other phases of the child's life are to the fore; second, that it is not truly a latent period, but one in which sex interests are obscured by the fact that there are so many other interests developing; and third, that this is a period in which competitions that involve the ego structure emerge, and, for boys especially, competitions along muscular lines. It is also a period in which emancipation from the home starts, a period in which the resolution of the Oedipus complex has to begin. And since this is the period in which the tendency is to group by sexes, you can think of it as the one in which the "homosexual" stage of development has to be gone through. It is a period in which the social experiences of the youngster are widening very greatly, so that he will bring home all sorts of things that can be very upsetting to the parent. And, finally, this one point which I would like to make especially emphatic: that one has to try to understand the true meaning of the things the child in this age does that are at variance with the things that the child has done before, to make sure that they are not based upon some kind of hostility which need not really exist, and which may be of much more significance than the child's acts, no matter what they are. And

(*Continued on page 32*)

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DILEMMA OF THE ADOLESCENT

(*Continued from page 14*)

is on the staff of the school, but not one of the regular teachers, probably has the best opportunity.

Such a guidance person should first of all have a natural aptitude for this kind of work, and then I think he ought to be thoroughly trained. By thorough training for child guidance I understand something radically different from what goes by that name in most teachers' colleges. It seems to me the first requirement for anybody who wants to do child guidance work is that this person must have gained sufficient insight into his own problems. Without that I don't think he really can help anybody. This analytical process seems to me the cornerstone of any meaningful training for child guidance work.

I don't want to create an erroneous impression that sex information as it can be given in biological instruction in our schools is unimportant or should be disregarded. Sex information is only a part of sex education; but it is an important part, and certainly cannot be left out. We want to protect the children from damage that may arise from lack of knowledge. Even when adolescents have been given sex information earlier, it may be necessary to repeat this information on a more adult level, because children are likely to forget what they received in childhood; and besides they need the same facts told differently. We must be aware, too, that children sometimes build up very elaborate ideas and fantasies about sex which may be quite wrong, and what they need first of all is to have these misconceptions corrected.

Imparting biological information, however, is the easiest part of sex education. The real difficulty comes when we touch the emotional sphere and try to clear the emotional atmosphere around the area of sex, to remove tension and fear. Here is where great maturity is required on the part of the person who does this teaching, and why I think it is so important that there be at least one adult on the staff of the school to whom the child can turn with full confidence. If the school can provide such a person, it can probably help adolescents to experience "sex education" in its deepest sense, that is, the free, mature understanding and accepting attitude of the adult toward the sex manifestations of the child.

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Book Reviews

The Rights of Infants. By Margaret A. Ribble. Columbia University Press. 118 pp. $1.75.

This little book is a healthy and stimulating challenge to every parent, pediatrician, nurse, and educator. Its spirit and its purpose seem profoundly right. It places a much needed emphasis on the importance of the emotional factors in child care from the very moment of birth, as against the attitude which stresses only his physical needs and attempts to turn an infant into a clockwork mechanism, irrespective of the harm this may do to the child's psychological development. This book is an eloquent plea for the right of infants to be "mothered," and gives the young mother a challenging picture of the essence of mothering and what it means to the emotional development of the child.

On the other hand, when one turns to the detailed physiological data with which the author supports her thesis, one is troubled. Sometimes the physiology is naïve; often it is dogmatic when it ought to be tentative. Thus her involved discussion of the "oxygen hunger" of the infant is based on insufficient evidence. Neither the short inspiration and the prolonged expiration, nor the shallow and rapid breathing of the newborn indicate, as the author seems to think, a state of anoxemia (an abnormal condition due to deficient aeration of the blood). In fact, the whole picture of the relationship of sucking and respiration to anoxic states, though interesting and provocative, is hardly an open and shut affair. The particular type of interdependence of one on the other which the author describes, making the sucking process and the learning of sucking almost a panacea to all of the infant's struggles, may well turn out to be a partial truth and something of an oversimplification. This reviewer feels further that her concept of different types of sleep in infants is also a matter which requires more precise definition and clearer evidence before it can be strictly evaluated.

It is somewhat puzzling therefore that from an argument which, both physiologically and psychologically, must be characterized as naïve, the author arrives at conclusions which in the main one must support with enthusiasm. Certainly her basic thesis that "human personality is a continuous development, and healthy emotions as well as a free creative intelligence are rooted in early experience" cannot be overstressed. And no one who reads this book with an open mind can help being impressed with Dr. Ribble's profound conviction of the far-reaching importance of meeting the child's emotional needs during early infancy.

LAWRENCE S. KUBIE, M.D.

Understanding the Young Child. By William E. Blatz. 273 pp. William Morrow & Co. $2.50.

Because of Dr. Blatz' eminence in the field of child psychology, we venture a comment on his recent book, although it hardly seems to us a book likely to be helpful to either parents or teachers. Dr. Blatz is Professor of Child Psychology at the University of Toronto, he has been consultant for the Dionne quintuplets, and was director of a group of nursery school teachers from Canada who organized a nursery training center in wartime England. Yet he remains completely untouched by any contact with modern psychiatry. "It is not necessary to postulate an unconscious," he says. "In this book that term is not used."

Like many anti-Freudians, Dr. Blatz misuses Freudian terminology, as for example, in his most astonishing definitions of *sublimation*. And his oversimplification of many neurotic problems of childhood leaves one gasping. All behavior difficulties, including such deep-seated and complex disturbances as eneuresis, can be cured by improved "training" methods. Fears and phobias are merely "bad habits" which one learns to control. Sex can be completely dismissed by this simple method: "If curiosity is allayed by accurate knowledge, the attention of the child does not remain fixed on this phenomenon."

Dr. Blatz goes to great pains to prove quite obvious points, which makes his book sound like the most old-fashioned of psychology textbooks. He gives us, for example, such obvious information: that as children grow there is "not only a change in size, there is also a change in shape," . . . that "sleep is as essential to growth as food," . . . that (describing the learning process), "after repeated attempts under similar conditions of motivation, the individual chooses similar patterns, until, through increasing familiarity, he crystallizes a pattern to that degree of efficiency which satisfies him, *e.g.*, he runs, a pattern quite different from that of walking." In the end, this paraphernalia of words is found to cloak a great emptiness.

If the author seems unfamiliar with children and the emotional problems involved in raising them, he

seems even less acquainted with their parents. He is concerned so exclusively with "techniques" of training that he fails to grasp the essential truth that personality develops not through right and wrong "procedures," but as the result of the complex feelings inherent in each parent-child relationship.

Where Dr. Blatz and others of the "habit school" of child psychology always go wrong is in emphasizing instructions and techniques for parents, instead of finding ways to release them so that they can freely enjoy their children. All the techniques and disciplinary methods so meticulously worked out and consistently applied are trivialities compared with the overwhelming importance of the fundamental family relationship. Sound and responsible character does not develop because children have been caught young and rigidly trained, but because they have been enabled to give up their early egoistic and primitive wishes through affectionate and understanding contacts with parents who are themselves mature personalities.

ANNA W. M. WOLF.

SCIENCE CONTRIBUTES

(*Continued from page 19*)

rent pleasure and the warm mothering that goes with it, are a stronger foundation on which to build sound personalities than are premature exposures to discipline and denial. Discipline and denial must inevitably come, and children, even young ones, must learn to meet them. Nevertheless, there is more strength with which to face a hard world if there has first been a considerable period in which genuine dependence and the privileges of infancy in its fullest sense have run their course, and where the mother has established herself in the child's eyes as an ever-ready source of pleasure, satisfaction, and love.

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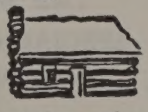

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News and Notes

Children's Book Week

The Child Study Association's honorary award to a book for children "which treats with honesty and courage some of the real problems in the world today" was given this year to *The House* by Mrs. Marjorie Hill Allee. The award was presented at the Children's Book Week Luncheon on November 11 at the Hotel Astor in New York. Honorable mention was given to *New Broome Experiment* by Adam Allen. The announcement was made by Mrs. Hugh Grant Straus, Chairman of the Children's Book Committee of the Child Study Association of America. Stressing the purposes for the Committee's award, John R. Tunis, whose *Keystone Kids* brought him the award last year, spoke on the importance of stimulating the writing of books for children which depict real life situations and problems, in addition to the usual diet of fun and fantasy.

European Teachers

A Committee for the Evaluation of European Teachers has recently been set up, headed by Mrs. Lili E. Peller, chairman, Dr. Barbara Biber, and Dr. Andrea Royon. It is a subcommittee of the Committee on Education of Young Children, and will assist nursery school and kindergarten teachers with their foreign credentials, their general adjustment and planning of their professional education in this country. For further information address Miss Cornelia Goldsmith, Day Care Unit, Room 318, New York City Department of Health, New York.

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March of Dimes

The National Foundation for Infantile Paralysis last year launched a wide educational program to inform the public about polio, making available the latest and best information that medical science has to offer as protection against this disease. More than 600,000 copies of a helpful bulletin, "When Polio Strikes," were distributed free of charge. This bulletin describes the symptoms of poliomyelitis and indicates the necessary precautions that should be taken. The educational work of the National Foundation is being implemented by the work of parents, teachers, and community leaders everywhere. It is hoped that by bringing the facts about infantile paralysis to these groups, greater cooperation and efficiency will result in times of emergency. What this will mean in terms of minimizing the crippling effects of the disease, where early medical aid is the important factor, can readily be seen.

An expansion of the National Foundation's educational program, as well as its valuable services in the field of medical aid and research, will be made possible in 1945 through its appeal for funds in the "March of Dimes" campaign, this year scheduled from January 14 to 31.

SEX DEVELOPMENT DURING THE SCHOOL AGE

(*Continued from page 28*)

again, the point which cannot be emphasized too strongly, that if you have had an adequate, confidential relationship with your child before this period, you can be reasonably sure that he will go through this one with a minimum of upset.

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